

## EME 6235: Managing Educational Projects

### SEMESTER HOURS

3 semester hours

### COURSE MEETING INFORMATION

Wednesday from 5:10 PM - 8:10 PM

### COURSE DESCRIPTION

Students will examine principles of planning, scheduling, allocating resources, budgeting, proposal preparation, cost control, risk assessment, and personnel management for instructional projects. This course will first engage students in a combination of learning experiences to cover the breadth of project management knowledge areas, and after, each student will focus on the depth of project management by involving each student in the writing of a 6,000 - 8,000 word instructional book chapter on one knowledge area of project management. This course subscribes to the current version of the Project Management Body of Knowledge (PMBOK) applied to educational technology contexts.

### INSTRUCTOR INFORMATION

**Name:** Albert D. Ritzhaupt, Ph.D., PMP, CCP, CDMP

**Email:** [aritzhaupt@coe.ufl.edu](mailto:aritzhaupt@coe.ufl.edu)

**Office Phone:** 352-273-4180

**Cell Phone:** 904-859-9799

**Website:** [www.aritzhaupt.com](http://www.aritzhaupt.com)

### REQUIRED SOFTWARE/HARDWARE

You will need access to a modern personal computer and a reliable Internet connection. Additionally, we will be using a variety of software packages this semester, including MS Word 2013(16), MS PowerPoint 2013(16), MS Excel 2013(16), Adobe Reader, a browser (Firefox, Chrome etc.), and [ProjectLibre](http://ProjectLibre.org). ProjectLibre will be used to practice schedule management functions, like critical path analysis.

### TEXTBOOK INFORMATION

The textbook for this course is:

Schwalbe, K. (2015). Information technology project management. 8th or 9th ed. Cengage Learning.

The recommended book for this course is:

PMBOK (2017). A Guide to the Project Management Body of Knowledge (PMBOK Guide), 6th edition.

There are also a number of online educational resources available in Canvas that will be referenced throughout the semester. Please be sure to keep up with the assigned readings. Here are the citations for these required resources:

1. Layng, J. (1997). [Parallels between project management and instructional design](#). *Performance Improvement*, 36(6), 16-20.
2. Van Rooij, W. (2010). [Project management in instructional design: ADDIE is not enough](#). *British Journal of Educational Technology*, 41(5), 852-864.
3. Brill, J. M., Bishop, M. J., & Walker, A. E. (2003). [The competencies and characteristics required of an effective project manager: A web-based Delphi study](#). *Educational Technology Research and Development*, 54(2), 115-140.
4. Villachica, S. W., Stone, D. L., & Endicott, J. (2004). [Project alignment ensuring successful development and implementation from day one](#). *Performance Improvement*, 43(10), 9–15.
5. Steyn, H. (2001). [An investigation into the fundamentals of critical chain project scheduling](#). *International Journal of Project Management*, 19(6), Pages 363-369.
6. Anbari, F. T. (2003). [Earned value project management method and extensions](#). *Project Management Journal*, 34(4), 12-23.
7. Kwak, Y. H. & Anbari, F. T. (2006). [Benefits, obstacles, and future of six sigma approach](#). *Technovation*, 26(5-6), 708-715.
8. Oliver, R. (2005). [Quality assurance and e-learning: blue skies and pragmatism](#). *Research in Learning Technology*, 13(3).
9. Henderson, L. S. (2004). [Encoding and decoding communication competencies in project management - an exploratory study](#). *International Journal of Project Management*, 22(6), 469- 476.
10. Kuprenas, J. A. (2003). [Implementation and performance of a matrix organization structure](#). *International Journal of Project Management*, 21(1), 51-62.
11. Dawson, J. & Dawson, C. W. (1998). [Practical proposals for managing uncertainty and risk in project planning](#). *International Journal of Project Management*, 16(5), 299-310.
12. Leiblein, M. J., Reuer, J. J., & Dalsace, F. (2002). [Do make or buy decisions matter? The influence of organizational governance on technological performance](#). *Strategic management journal*, 23(9), 817-833.

## **COURSE DELIVERABLES**

There are several forms of deliverables in this course: the instructional development plan, individual assignments, online quizzes, and online discussions. Each of the deliverables in this course has hard deadlines that are posted in advance.

### **1) Book Chapter Submission**

Each student within the course will work on a book chapter submission that meets a variety of technical guidelines as outlined within Canvas. The book chapters will each be approximately 6,000 - 8,000 words in length and will include a common set of design elements (e.g., student learning outcomes, quizzes, discussion questions). The working

title of the textbook is ***Managing Educational Technology Projects***. The book chapter project is broken into five steps clearly described in the Canvas project specifications.

## 2) Individual Assignments

The individual assignments include multiple applied project management problems that relate to project management topics covered in class. These are major individual deliverables in the course. This is an individual learning experience. You are welcome to discuss ideas and compare answers, but the materials you submit to the instructor must be representative of your individual effort. You are to turn in the required documents to Canvas by the date specified.

## 3) Online Quizzes

The quizzes are designed to make sure you are reading and mastering the textbook materials. While the assignments demonstrate your ability to do the work, the quizzes demonstrate your understanding and mastery of the content. Each quiz has 30 questions and is timed for 30 minutes. You will be allowed to take the quizzes multiple times. However, if you exceed the time limit, the grade you earned will stand.

## 4) Discussions

The discussions are designed to connect the content, project management, to the world in which we live. The discussions will allow you the opportunity to discuss the relationship of project management to other areas. Each discussion will be evaluated on your collecting sources, grammar, posting one original thread with about 300+ words, and posting two meaningful responses to your peers' posts. Discussions are a student-to-student interaction. Initial threads must be posted no later than **Thursday** during each weekly module. This ensures that posts can be replied to by your classmates.

## GRADING SCALE

Final course grades will be determined according to the standard UF grading scale using scores from the following:

<b>40% - Book Chapter Submission (5)</b>	<b>15% - Discussions (8)</b>
<b>30% - Individual Assignments (8)</b>	<b>15% - Online Open-Book Quizzes (8)</b>

93% - 100%	A	Excellent performance
90% - 92%	A-	
87% - 89%	B+	
83% - 86%	B	Good performance
80% - 82%	B-	
77% - 79%	C+	
73% - 76%	C	Fair performance
70% - 72%	C-	

67% - 69%	D+	
63% - 66%	D	Poor performance
60% - 62%	D-	
< 60%	E	

*Note: A grade of an 'I' will not be awarded unless there are extenuating circumstances.*

## **COURSE POLICIES**

### **Instructor Student Contact**

This course will use Canvas as a means of communication. All questions related to the course material should be submitted to the instructor using the Canvas messaging service. Emails will also be accepted for personal matters. When emailing the instructor, you must include your full name, the course you are enrolled in, and a clear description of the matter.

### **Written Communication**

The assignments and discussions require the students to utilize an effective and concise technical writing style with appropriate grammar and spelling. Students will have the opportunity to participate in a number of discussions relating to the cases. Students are expected to be able to effectively communicate technical ideas in a written format.

### **Attendance Policy**

Students must log in to the class in Canvas during the first two days of the term in order to fulfill the attendance policy of attending the first class meeting. Students not logging in to the course during that period may be dropped from the class in order to permit access to those on the waiting list.

### **Late Work**

In order to receive full credit for work, students must turn in required deliverables by the specified due date.

### **Special Needs**

If you have a disability, as defined by the Americans with Disabilities Act (ADA), which requires a classroom accommodation or auxiliary aid(s), please inform the instructor of your needs during the first week of class so that the appropriate action is taken.

### **Academic Integrity**

Examinations, assignments, and projects are designed by the instructor to provide a complete learning experience for each student. Each student is therefore expected to complete his/her own work. The instructor recognizes that students learn from each other and particularly recognize the value of students comparing notes with each other. However, the amount of such collaboration permitted varies widely from course to course, and is influenced not only by instructor prerogative, but by the level and nature

of the material under discussion. In no case should one submit work not one's own and in no case should one represent another's work as one's own. Plagiarism is just one of several areas of academic misconduct. It is not just the plagiarizer who is at risk. It is equally unacceptable for one to knowingly supply another student with access to one's current work or work from a previous term. This is called complicity in academic dishonesty, which is another area of academic misconduct. Any attempt to misrepresent one's performance on any exercise submitted for evaluation is academic misconduct.

### Course Schedule

<b>Class Meeting</b>	<b>Course Modules</b>	<b>Deliverables</b>
Week 1 – 1/9/2019	Introductions	
Week 2 – 1/16/2019	Module 1: Introduction to Project Management in the Educational Technology Context	Online open book quiz 1 Introduction discussion Individual assignment 1
Week 3 – 1/23/2019	Module 2: Project Integration Management	Online open book quiz 2 Discussion on integrated change control processes Individual assignment 2
Week 4 – 1/30/2019	Module 3: Project Scope and Stakeholder Management	Online open book quiz 3 Discussion on scope creep Individual assignment 3
Week 5 – 2/6/2019	Module 4: Project Schedule Management	Online open book quiz 4 Discussion on buffers in time estimates Individual assignment 4
Week 6 – 2/13/2019	Module 5: Project Cost Management	Online open book quiz 5 Discussion on sunk costs Individual assignment 5

Week 7 – 2/20/2019	Module 6: Project Quality Management	Online open book quiz 6 Discussion on quality management Individual assignment 6
Week 8 – 2/27/2019	Module 7: Project Human Resources and Communications Management	Online open book quiz 7 Discussion on the value of communication Individual assignment 7
Week 9 – 3/6/2019	Spring Break – No Meeting	
Week 10 – 3/13/2019	Module 8: Project Risk and Procurement Management	Online open book quiz 8 Discussion on risk utility Individual assignment 8
Week 11 – 3/20/2019	Module 9: Subject-Matter Expertise and Desired Learning Outcomes	Book chapter step 1
Week 12 – 3/27/2019	Module 10: Creating Learning and Assessment Experiences, and the Chapter Online	Book chapter step 2
Week 13 – 4/3/2019	Module 12: Creating a First Draft of the Chapter with Alignment	Book chapter step 3
Week 14 – 4/10/2019	AERA – No Meeting	
Week 15 – 4/17/2019	Module 13: Peer-Review of Chapters Using Guidelines and Rubric	Book chapter step 4
Week 16 – 4/24/2019	Module 14: Final Draft of the Book Chapter with Revisions	Book chapter step 5